OHoZ
371.3358
E24t

Educational Television Series 1968-69

Teachers' Guide

DEPT. OF EDUCATION
HISTORICAL COLLECTION

Language Arts PRIMARY DIVISION

Language Adventures Part 2

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

LANGUAGE ARTS
Primary Division
LANGUAGE ADVENTURES—PART 2

6 programs, 15 minutes each.

This is Part Two of a two-part series. The Teachers' Guide for Part One was published at an earlier date and describes Programs One to Three.

Introduction 3

General Post-Viewing Suggestions 3

Program four
Adventure in Africa 3

Program five
Adventure in Space 5

Program six
Adventure in Music 6

Please address comments and inquiries to:

Assistant Superintendent,
Humanities,
Education Section,
1670 Bayview Ave.,
Toronto 17, Ontario.

INTRODUCTION

The general purpose of this series is to facilitate learning by providing stimulating and meaningful experiences not available in the classroom. These experiences will challenge the children to express, organize, and relate their own unique thoughts and ideas on all subjects, through the integrated communication skills of listening, speaking, reading, writing, and the creative arts.

The programs are motivational rather than informational. They should arouse curiosity, help build concepts, develop imagination, instigate exploration and research, and provide impetus to improve all language skills.

Although the series is designed for the grade two level, it is also suitable for a wide range of abilities and activities, and can be used profitably by kindergarten and grades one to four.

The first three programs, "Adventures at Sea", present one complete unit of study, and are shown (on most channels), on three consecutive days to sustain interest and continuity. One or two of the programs may be watched profitably, however, if it is impossible to view all three programs.

Part Two includes three programs: "Adventure in Africa", "Adventure in Space" and "Adventure in Music". Each of these programs is a complete unit in itself. These programs are spaced approximately a month apart to provide ample time for children to complete the many activities the programs may initiate.

The teacher may best use these programs as an integral part of the total day's activities after viewing the Professional Development Series "Language and Learning", or reading the Teacher's Guide for that series.

Bibliography

BURNS, PAUL & LOWE, ALBERT L. *The Language Arts in Childhood Education.* Rand McNally, 1966.

MARSHALL, SYBIL. *Experiment in Education.* Cambridge University Press, 1963.

ROBINSON, H. ALAN, ed. *Reading and the Language Arts.* University of Chicago Press, 1963.

GENERAL POST-VIEWING SUGGESTIONS

1. Encourage the children to discuss, in small or large groups, points of interest arising from each unit in the Language Adventures series, and plan procedures for scientific research for writing stories, plays, puppet shows, poems, and for creative activities in music and art, to follow the programs.
2. Have children share with the class reports on related books and poems.
3. Have children read, tell, or tape their original stories or poems inspired by the programs for presentation to the class.
4. Place the children's original, illustrated books of poems, stories, or factual information in the library corner for all to read.
5. Have the children compose factual or imaginative group stories. Either the teacher or a pupil can act as recorder.
6. If possible, have a primary typewriter available for children to type short stories, words, or sentences learned from the television programs.
7. Let the children develop picture dictionaries of words encountered during the programs, from their resulting research, or from reading for pleasure connected with the topic.
8. Have the children make separate files or boxes in which they can place "Interesting Findings", "Descriptive Words", or "Action Words", and may add to or draw upon as needed.
9. Find stories for the children to read in basic readers, as well as in library books, that correlate with the Adventure programs.
10. Encourage the children to question, discuss, and evaluate all material in the Adventure series, as well as in related books, and other children's oral and written work.

PROGRAM 4

ADVENTURE IN AFRICA

PROGRAM CONTENT

The program begins with the following song:

Oh the animals of Africa
Are something to behold,
There's every kind of creature there,
At least so I've been told.

There are elephants and crocodiles
And lions by the score,
There are antelope and buffalo
And many, many more.

There's the zebra and the leopard
And the hippopotamus,
And they've even got a monkey who
Goes riding on a bus.

And if you'd like to see them all,
Running wild and free,
Just take a trip to Africa
And come along with me.

Viewers are taken on an African adventure to see some wild life. No attempt is made to teach specific facts about the animals *per se,* but the intention is to show many African animals in their natural surroundings, as a motivation for further study by the children.

We are shown monkeys swinging in the trees, giraffes using their long tongues and necks to eat, and spreading their legs in order to drink water from a stream. We see the rhinoceros and the wart-hog rolling in the mud, the elephant, the hippopotamus in his water haven, and the lion and lioness with their cubs in a play-like situation.

Other glimpses of animal life are given: the leaping of the springbok and the antelope; the comical strut of the ostrich; the graceful movements of the giraffe and gazelle; the stalking movements of the

lion, cheetah and leopard, and the more awkward movements of the rhinoceros and hippopotamus.

Because of many natural enemies, as well as the numerous hunters in Africa, many of the animals have been placed on game preserves to prevent their extinction. During the program we see how a rhinoceros is stalked, tranquilized, caught, transported and released again to the protection of the National Park in South Africa.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Models, books, filmstrips, and pictures about African animals could be made available in the classroom for the children to use.
2. If possible take a trip to the zoo, or let children tell about animals that they have observed in the zoo.
3. Find Africa on a map and discuss its climate and geographical features.

SUGGESTED POST-VIEWING ACTIVITIES

1. Refer to the general list of post-viewing suggestions.
2. Let the children discuss aspects of the program which interested them most.
3. Let the children become African animals in a "make-believe" zoo. Children could research information, make costumes, or imitate movements.
4. Discuss the need for game preserves, as well as the natural protective qualities of the various animals. Have the children research and make reports about the food habits and the protective qualities of the animals.
5. Think of words to describe the sounds, movements and appearance of the animals.
6. Beginning with a sentence such as, "A hungry lion was creeping through the tall grasses", or "On the tree above me slept a leopard", let each child add a sentence until the story is completed. This could be done orally, on tape recorder, on paper, or on the blackboard.
7. Let the children make comic strips about the imaginary adventures of a lion, elephant, or monkey, or prepare a comic strip leaving out the words. The children can fill in the words individually or in groups.
8. Allow one group of children to illustrate a sequential African adventure on individual sheets of paper. Another group could place the pictures in correct sequence and make up a story about the illustrations.
9. Find animal stories in basic readers and library books for the children to read.
10. Have the children make up riddles about the animals studied for presentation to the class.
11. Let the children make up cards on which they can draw pictures of all the African animals studied. All the names of the animals could be printed on other cards. Have racing games to see how fast the cards can be matched.
12. Incorporate such words as *trunk, tusk, claw, mane, roar, growl, leopard, cheetah, screech, chatter* into spelling lists.
13. Place large and small papier-mâché, clay, asbestos, plasticene, wood, or box sculpture animals into an African corner designed by children.
14. Let the children make an African mural.
15. Listen to "Let's Go to the Zoo", by Ed Lewis (Magic Key Records).
16. Let the children act out the sequences in "Carnival of the Animals" as explained by Leonard Bernstein, and played by the New York Philharmonic Orchestra (Columbia Masterworks).
17. Compose, listen to, and sing songs about the animals studied.

Bibliography

ARMOUR, R. *Animals on the Ceiling.* McGraw-Hill, 1966.

BERRILL, J. *Wonders of the Monkey World.* Dodd, Mead & Co., 1967.

BRENNER, B. *Mr. Tall and Mr. Small.* Young Scott, 1966.

BRONSON, W.S. *Cats.* Harcourt Brace & World, 1950.

COLE, WILLIAM. *The Fireside Book of Humorous Poetry.* Simon & Schuster, 1959.

COLE, WILLIAM. *The Birds and the Beasts Were There.* World Publishing Co., 1963.

DARBY, G. *Leonard Discovers Africa.* Harr Wagner, 1967.

DeREGNIERS, B. *May I Bring a Friend?* Antheneum, 1967.

DuBOIS, W. *Lion.* Viking Press, 1956.

DUVOISIN, R. *Lonely Veronica.* Alfred Knopf, 1963.

DUVOISIN, R. *Veronica's Smile.* Alfred Knopf, 1964.

DOLEPHEW, M. P. *Elephant Stories.* Garrard Publishing, 1956.

EARLE, O. *Paws, Hoofs, and Flippers.* William Morrow & Co., 1954.

FATIO, L. *The Happy Lion.* McGraw-Hill, 1954.

FATIO, L. *The Happy Lion in Africa.* McGraw-Hill, 1955.

GOUDY, A. *Here Come the Lions.* Charles Scribner & Sons, 1956.

GOUDY, A. *Here Come the Elephants.* Charles Scribner & Sons, 1957.

HOGAN, I. *Monkey See, Monkey Do.* Dutton & Co., 1960.

HOGNER, D.C. *The Cat Family.* Oxford University Press, 1956.

HURD, E. *Johnny Lion's Book.* Harper & Row, 1965.

IPCAR, D. *I Like Animals.* Alfred Knopf, 1960.

IPCAR, D. *Wild and Tame Animals.* Doubleday, 1962.

KIRN, A. *Tale of a Crocodile.* W. Norton Co., 1968.

KISHIDA, E. *The Hippo Boat.* Bodley Head, 1967.

MUNARI, B. *Zoo.* World Publishing, 1963.

PARKER, B. *Animals We Know.* Row, Peterson & Co., 1960.

PEET, W. *Randy's Dandy Lions.* Houghton Mifflin, 1964.

PEET, W. *Hubert's Hair-Raising Adventure.* Houghton Mifflin, 1959.

REY, H.A. *Cecily G. and the Nine Monkeys.* Houghton Mifflin, 1942.

SELSAM, M. *See Through the Jungle.* Harper & Row, 1956.

SELSAM, M. *How the Animals Eat.* E. M. Hale & Co., 1955.

SELSAM, M. *When An Animal Grows.* Harper & Row, 1966.

SENDEK, M. *Where the Wild Things Are.* Harper & Row, 1963.

SMITH, WILLIAM. *Boy Blue's Book of Beasts.* Little Brown & Co., 1957.

SUSCHITZKY, W. *Animal Babies.* Thames and Hudson, 1957.

TOWNSEND, K. *Felix, the Bald-headed Lion.* Longmans (Canada), 1967.

VAN GELDER, R. *Monkeys Have Tails.* David McKay Co., 1956.

WILSON, M.H. *Illustrated Book about Animals of the World.* Grosset & Dunlop, 1960.

ZIM, H.S. *Elephants.* William Morrow, 1946.

ZIM, H.S. *The Big Cats.* William Morrow, 1955.

ZIM, H.S. *Ostriches.* William Morrow, 1958.

ZIM, H.S. *Monkeys.* William Morrow, 1955.

PROGRAM 5

ADVENTURE IN SPACE

PROGRAM CONTENT

This program allows children to see some of the preliminary steps in the exploration of space which preceded the latest exciting space investigation.

The program begins with the following song:

For our adventure today, we're going to take a trip
Way out in space in a rocket ship.
So hang on tight, as the rockets blast
Cause we'll be travelling mighty fast!

The world to a child is a pretty big place
But when you see it from up in space
Hanging there like a silver ball
It doesn't appear very big at all.

In fact it looks kind of small.

The children will see Edward White, the first American to walk in space. The program shows how the astronaut is able to manoeuver outside the spacecraft by using a space gun and a life-line cord. The space-walk has been recorded by a camera aboard the spacecraft.

A successful launch is shown, as well as an attempted launch. Two rockets meet in a successful rendezvous in space. The necessary procedures for re-entry are explained and shown. The splashdown, and the subsequent rescue of the rocket and astronauts conclude the "Adventure in Space".

SUGGESTED PRE-VIEWING ACTIVITIES

1. Discuss recent space explorations and their purposes. Make a list of things the children want to learn about space.
2. Have related books and articles from newspapers or magazines in the classroom for the children to explore.
3. Encourage children to bring in rockets, flying saucers, and other space station toys.
4. Discuss the implications of being "first" to explore something new.
5. Encourage children to share their information on the planets.
6. If any child has had a ride on an airplane, let him tell the class about the experience. What are the differences between rockets and airplanes?

SUGGESTED POST-VIEWING ACTIVITIES

1. Use the suggestions in the general post-viewing suggestion list, adapted to the individuals in your class.
2. Discuss and evaluate the program. Make a list of questions not answered by the program for further research.
3. Let the children express (write, tell, or draw) their reactions to the space-walk, the blast-off, the splashdown.
4. Let the children write, draw, or tell about their feelings if they were "first" to walk in space, land on the moon or an unknown planet.
5. Encourage vivid accounts of imaginary space trips and landings on the moon or other planets by using such leading questions as:

   Where did you blast off?
   How fast, or how high did you go?
   What did you see?
   How did you feel?
   What did you wear?
6. Let the children write space "experience" plays. Have the children make the scenery, the costumes, create the sound effects. Teachers can guide children in measuring, planning, discussion, and the use of materials (wood, nails, glue, paper, print, batteries, wire and switches), to build a space capsule for use in the space drama.
7. If possible, plan a trip to the McLaughlin Planetarium in Toronto.
8. Research the differences in the air plane, helicopter and rocket. Use a balloon to show the action-reaction principle.
9. Encourage the children to find all the pertinent information about the planets, the moon, and the stars. Make a large chart or model of the information gathered.
10. Do some "gravity" experiments. Discuss how a spaceman overcomes weightlessness.
11. Let the children listen to such records as "Adventures in Sound and Space" (RCA Victor) or "By Rocket to the Moon" (Decca).
12. Encourage participation in the rhythms and dances of drifting clouds, space travel, rocket take-offs, weightlessness, or spacewalking.
13. Have one or two children engage in pantomime as the other children read their space stories to the class.
14. Incorporate all new space words encountered, such as *orbit, capsule, parachute, atmosphere, recovery,* and *controls,* into spelling lists. Make lists of compound words such as *countdown, splashdown, frogmen, spacecraft, spacewalk,* and comparative words such as *fast, faster, fastest.*
15. Create outer space murals using straw-blowing, sponge and splatter painting techniques, or cutting and modelling.

Bibliography

BENDICK, J. *The First Book of Space Travel.* Franklin Watts, 1963.

BRANLEY, F. *A Book of Moon Rockets for You.* Thomas Crowell, 1966.

BRANLEY, F. *A Book of Mars for You.* Thomas Crowell, 1968.

BRANLEY, F. *A Book of Planets for You.* Thomas Crowell, 1961.

BRANLEY, F. *A Book of Astronauts for You.* Thomas Crowell, 1963.

BRANLEY, F. *Rockets and Satellites.* Thomas Crowell, 1961.

BRANLEY, F. *What the Moon is Like.* Thomas Crowell, 1963.

DARBY, G. *Leonard Visits Space.* Harr Wagner Pub., 1965.

DARBY, G. *What is the Earth?* Benefic Press, 1961.

FENTON, C. *The Moon for Young Explorers.* John Day Co., 1963.

GREENE, C. *I want to be a Space Pilot.* Children's Press, 1961.

HOLSAERT, E. *A Book To Begin On Outer Space.* Holt Rinehart, 1959.

HURST, E. *The Big Book of Space.* Grosset and Dunlap, 1953.

LEWIS, C. *When I Go to the Moon.* MacMillan, 1961.

LEWELLEN, J. *Moon, Sun and Stars (True Book).* Children's Press, 1954.

MUNCH, T.W. *What is a Rocket?* Benefic Press, 1959.

PINE & LEVINE, *Gravity All Around.* Whittlesey House, 1963.

PODENDORT, I. *True Book of Space.* Children's Press, 1960.

POSIN, D. *What is a Star?* Benefic Press, 1961.

SCHWARTZ, J. *The Earth is Your Spaceship.* McGraw-Hill, 1963.

TELLANDER, M. *Space.* Follett Pub. Co., 1960.

VICTOR, E. *Planes and Rockets.* Follett Pub. Co., 1960.

PROGRAM 6

ADVENTURE IN MUSIC

Children are now exposed to music in nearly every aspect of their lives. Much of it serves only as a background to various activities and therefore, in many cases, falls upon "deaf" ears.

The key to an enjoyable musical adventure lies in preparing children to respond to the wealth of sound around them. Through music, children can develop their own creative powers and communicate in their own way. They can also learn to listen to music intelligently and independently.

PROGRAM CONTENT

Can you hear the wind blowing
through the trees?
Can you hear the music?

Can you hear the birds singing
in the trees?
Can you hear the music?

Listen to the sounds
All around you,
Listen to the raindrops
On the roof.

Music's everywhere, if you
Stop and listen.
Music's in the air.
Music's everywhere!

Peter Mews, the host of the program, indicates that music is part of the lives of all of us, but much of it goes unnoticed. Music must catch children's attention to evoke response.

Door chimes, the patter of raindrops, the wind passing through wires, birds singing, waves crashing on the rocks, and the croaking of the bullfrogs, illustrate musical sounds which are part of our lives. Comparisons are drawn between the pleasant sounds of nature and the cacophony of traffic, the sounds of industry, and construction.

The variety of sounds that surround us are illustrated in the following poem:

The rattle of the taxis,
The crashing of their gears,
The whine and hum of bus and truck;
These are the sounds the city hears.

The screaming of the jets above,
The factory whistles calling,
Grinding garbage trucks,
That rumble and smash
As the ambulance shrieks its warning.

The program also examines the ways in which music can contribute to the mood created by film and still pictures. Rhythm is shown as part of every child's life from the beating of the heart, to the games he plays, and the movements he makes.

Mr. Michael Croydon, a percussionist, demonstrates how music can be made from everyday utensils, such as cans filled with beans or sand, pot lids, stainless steel salad bowls, and plastic jugs. Also simple children's toys, like bells, mal-o-pops, and balloons, can be transformed into music makers.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Arrange a listening corner where children can listen and experiment with rhythms and sounds.
2. Take a field trip to listen for rhythms and music in the everyday world.
3. Have the children make a collection of rhythm instruments for the classroom.
4. Begin to classify music according to its mood and the creative movements suggested.

SUGGESTED POST-VIEWING ACTIVITIES

1. Have children make their own instruments. The children could paint, decorate, name, or work with their own instruments, as well as those of others. Let the children explain their own instrument to the class — how it is made, or how it is used.
2. Encourage the children to work individually or in groups, to create original music for poetry, pictures, plays, or stories.
3. Some pupils might create dances from original music composed by the other children.
4. Have the children tell how various kinds of music make them feel.
5. Have the children make sound effects to illustrate: birds singing; water running; people walking; cats fighting; happy sounds; angry sounds.
6. List descriptive words for the music and the sounds created.
7. Listen to such music as: Prokofiev's "Cinderella", Humperdinck's "Hansel and Gretel". Have the children discuss why the music is suitable, or not suitable, for the story.

Bibliography

BAUER, M. *How Music Grew.* Putnam and Sons, 1925.

BORTEN, H. *Do You Hear What I Hear?* Abelard-Schuman, 1963.

BRANLEY, F. *High Sounds, Low Sounds.* Thomas Crowell, 1967.

HUGHES, L. *The First Book of Rhythm.* Franklin Watts, 1954.

MEYER, J. *Sound and Its Reproduction.* World Publishing, 1964.

KETTLEKAMP, L. *Drums, Rattles, and Bells.* William Morrow, 1964.

KETTLEKAMP, L. *The Magic of Sound.* William Morrow, 1956.

NORMAN, G. *The First Book of Music.* Franklin Watts, 1954.

O'NEILL, M.L. *What is that Sound?* Antheneum, 1966.

LANGUAGE ARTS – Primary Division
LANGUAGE ADVENTURES – Parts 1 & 2
6 programs, 15 minutes each.

Prog. No.	CBC Ontario Network 9:30-9:45	CBLT (6) Toronto 9:40-9:55	CHCH (11) Hamilton	CKCO (13) Kitchener 9:30-9:45	CJOH (13) Ottawa	CBOT (4) Ottawa	CKLW (9) Windsor
1	FEB. 3 – 10:10-10:25 FEB. 17	FEB. 17	FEB. 25 – 9:50-10:05 FEB. 4 – 9:50-10:05	FEB. 4 – 10:15-10:30	FEB. 11 – 9:30-9:45	JAN. 20 – 9:40-9:55	FEB. 11 – 11:15-11:30
2	FEB. 4 FEB. 18	FEB. 19	FEB. 26 – 9:10-9:25 FEB. 5 – 9:30-9:45	FEB. 6	FEB. 13 – 9:55-10:10	JAN. 27 – 9:40-9:55	FEB. 13 – 10:30-10:45
3	FEB. 5 FEB. 19	FEB. 21	FEB. 27 – 9:10-9:25 FEB. 6 – 9:30-9:45	FEB. 7	FEB. 21 – 9:10-9:25	FEB. 3 – 9:40-9:55	FEB. 14 – 10:00-10:15
4	MAR. 3 MAR. 10		MAR. 4 – 9:50-10:05	MAR. 4	APR. 11 – 9:50-10:05	FEB. 28 – 9:55-10:10	MAR. 11 – 10:30-10:45
5	MAR. 31 APR. 14	APR. 14	APR. 1 – 9:30-9:45	APR. 1	MAY 30 – 9:50-10:05	APR. 28 – 10:10-10:25	APR. 8 – 10:30-10:45
6	MAY 5 MAY 12	MAY 5	MAY 1 – 9:10-9:25	MAY 12 – 9:55-10:10	JUNE 13 – 9:50-10:05	MAY 26 – 10:10-10:25	MAY 26 – 10:25-10:40

LANGUAGE ADVENTURES-Part 2